Exhibit 2.7 Examples of Formative and Summative Focal Assessments

The Commonwealth of Massachusetts

Department of Education

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350 Main Street, Malden, Massachusetts 02148-5023   Telephone: (781) 338-3000

Preservice Performance Assessment for Practicum or Practicum Equivalent

Subject Matter Knowledge and Pedagogy Standards for Beginning Teachers from the

National Council for Teachers of English (NCTE)

Massachusetts Professional Standards for Teachers: See *603 CMR 7.08*.

Part I –*To be completed by the applicant.*   Practicum:_____   Practicum Equivalent: _____

1. Legal Name: (print)_____2. SSN: _____

3. Address: _____

4. Sponsoring Organization: _____Program & Level: _____

5. Practicum/Equivalent Course Number: _____Credit Hours: _____
   Course Title: _____

6. Practicum/Equivalent Site: _____7: Grade Levels of Students: _____

8. Total number of practicum hours: _____Number of hours assumed full responsibility in the role: _____

9. Other Massachusetts licenses held if any: _____

10. Have any components of the approved program been waived (see Regulations 7.03(1)(b)): Yes _____No_____

Part II – *To be completed by the Program Supervisor*

Name:(print)_____Position/Title_____

The Applicant completed a practicum/equivalent designed by the Sponsoring organization as partial preparation for the following license:

Applicant's License Field: _____Grade Level: _____

Part III – *To be completed by the Supervising Practitioner*

Name: (print)_____Position: _____

School System: _____License: Initial (# yrs. experience): _____or Professional: _____

Massachusetts License #: _____Field(s): _____

Part IV – *Initial 1, 2, and 3.*

1. Initial meeting held at which the MA Professional Standards, the selected NCTE/ NCATE standards, and the procedures for evaluation were explained to the Applicant.

   Date: _____Applicant: _____Program Supervisor: _____Supervising Practitioner: _____

2. Meeting held midway through the practicum at which the Applicant's progress toward the NCTE Program Standards and the MA Professional Standards were discussed.

Date: _____Applicant: _____Program Supervisor: _____Supervising Practitioner: _____

3. Final meeting held to complete evaluation and to allow Applicant an opportunity to raise questions and make comments.

Date: _____Applicant: _____Program Supervisor: _____Supervising Practitioner: _____

Part V

Candidate has successfully completed the Preservice Performance Assessment (Sections: 7.03(2)(a)(4) & 7.04(2)(b)(4)(b)) Yes: ____No: ____

Program Supervisor (sign): _____ **Date:** _____

Supervising Practitioner (sign): _____**Date:** _____

Mediator (if necessary: see 7.04(4))(sign): _____**Date:** _____

University of Massachusetts/ School of Education
**Secondary Teacher Education Program (STEP)
Assessment #4
Performance Assessment Instrument for Student Teachers
ENGLISH
PART II - FINAL**

Practicum Assessment Guidelines:

Recognizing that the Practicum is a developmental process, this instrument provides the practicum candidate, supervising practitioner, and program supervisor with the necessary guidance and structure for continuous feedback and official documentation of progress. For supervisors and supervising practitioners, we recommend that you hold high standards for our practicum candidates, and write appropriate, helpful observational comments.

During the course of the Practicum, there will be three, three-way meetings involving the practicum candidate, supervising practitioner and program supervisor. The purpose of the initial meeting is to insure that the practicum candidate, supervising practitioner, and program supervisor understand the evaluation process, the sixteen NCTE/NCATE Program Standards which are particularly appropriate to assess during the Practicum, and the Massachusetts Professional Standards for Teachers. At the mid-point meeting, participants will discuss progress toward responsiveness to the expectations of the selected standards, and set goals for further development. The purpose of the final meeting is to evaluate the student teacher's proficiency in meeting the selected standards, and set goals for future professional development.

The Practicum Assessment Instrument is divided into two separate forms. PART I should be completed and turned in at the mid-point of the practicum; PART II should be completed and turned in at the end of the practicum.

The practicum candidate, supervising practitioner, and program supervisor will each receive copies of PART I and PART II to use as worksheets to be

filled out prior to each meeting; the program supervisor will provide the official forms which will document the results from each meeting.

If you have any questions regarding this instrument or the observation process, please contact the STEP Director of Student Teaching, Barbara Madeloni at (413) 577-0495 or madeloni@educ.umass.edu, or the appropriate subject matter advisor, Professor Irving Seidman, at seidman@educ.umass.edu.

Magouirk Colbert & Turner, 8/99;

Revised by J. Cook, 02/02
I. Seidman & A. Estes, 8/03
I. Seidman & F. Lesser, 5/06

FINAL EVALUATION

PART 2

This form assesses the observed level of practicum candidate performance and proficiency in meeting the selected NCTE/NCATE Program Standards, and the Massachusetts Professional Standards for Teachers.

Directions: Throughout the semester of the Practicum, the supervising practitioner and the program supervisor, through classroom observation, will evaluate the candidate's responsiveness to the sixteen NCTE standards and the Massachusetts Profession Standards for Teachers. In observing the candidate's responsiveness to the NCTE standards and the state standards, the supervising practitioner and the program supervisor will pay particular attention to the following performance indicators for the candidate's behavior and interaction with students:

1. The language of the Practicum candidate reflects an awareness of the developmental levels of the students, communicates a sense of purpose, is consistent with the objectives of the lesson, and is used consistently in and out of the classroom.
2. The interaction between the candidate and the students and among the students is focused on development of critical thinking and supportive of students' ideas.
3. The organization of the classroom (how movement, seating, and grouping are organized) facilitates learning and is consistent with, and supportive of the objectives of the lesson.
4. The candidate is aware of and attentive and responsive to the students' level of engagement with the lesson and the impact the lesson is having on learning.

In observing these behaviors in the context of the sixteen NCTE standards and the Massachusetts State Standards, the program supervisor and the supervising practitioner will be guided by the following rubric which outlines unacceptable, acceptable, and target levels of performance. STEP recognizes that some standards are not observable through the above performance indicators. Those standards that cannot be effectively evaluated through language, interaction, organization, and awareness, may be assessed through demonstration of the candidate's ability to work effectively with school organizations by collaborating with colleagues, parents, and other personnel, promoting equity and achievement for all students, conducting professional actions according to high ethical standards, and reflecting thoughtfully on work as an educator.

Levels of Performance

Unacceptable: The Practicum candidate shows little evidence of understanding the purpose of this standard, and does not demonstrate development of skill or adequate performance in this area. The candidate's language is neither appropriate to the age of the students or to the purpose of the lesson; the interaction between the candidate and the students and among the students is not focused nor conducive to the purposes of the lesson; the organization of the classroom is random and not connected to the purposes of the lesson; the candidate is neither aware of, nor attentive or responsive to the students' level of engagement with the lesson. **(Rating = 0)**

Acceptable: The Practicum candidate reflects an initial understanding of the purpose of this standard, demonstrates early development of skill in this area, and has built a foundation for further professional development beyond student teaching. The candidate's language reflects an awareness of the developmental levels of the students and communicates the purpose of the lesson; the interaction between the candidate and the students and among the students provides opportunity for critical thinking and is supportive of students' ideas; the classroom organization reflects some attention to facilitating learning and coincides with the purpose of the lesson; the candidate is aware of and attentive to the students' level of engagement. **(Rating = 1)**

Target: The Practicum candidate reflects an internalized understanding of the purpose of this standard, demonstrates an advanced level of skill in this area, and has built a strong foundation for further professional development beyond student teaching. The candidate's language is consistently appropriate to the developmental levels of the students and to the purpose of the lesson; the interaction between the candidate and the students and among the students is consistently focused on developing a high level of critical thinking and is especially supportive of students' ideas; the classroom has been purposefully organized to facilitate learning and organization is clearly consistent with the objectives of the lesson; the candidate is aware of and attentive to the students' level of engagement; in addition, candidate explores responses to students' level of engagement. **(Rating = 2)**

Directions: This section of the form should be filled out in the presence of the practicum candidate, the supervising practitioner, and the program supervisor at the final conference during the twelfth week of the practicum. The final evaluation should serve as a summary of the practicum candidate's proficiency in meeting the sixteen NCTE Program Standards, and the Massachusetts Professional Standards for teachers.

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Put a check mark in the appropriate box in the ratings table (Level 0 is unacceptable, Level 1 is acceptable, and Level 2 is target – See previous page for definitions and criteria for performance levels). In addition, please provide feedback in the comment section following the table. Note areas for which the practicum candidate has set goals, and areas which require improvement. (Use extra paper if necessary)

NCTE/NCATE Standards *(standards are stated in terms of target level of performance)*

Indicators

Rating

	0	1	2
2.1: Creates an inclusive and supportive learning environment in which all students can engage in learning.			
2.2: Uses ELA to help students become familiar with their own and others' cultures.			
2.3: Demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.			
2.4: Uses practice designed to assist students in developing habits of critical thinking and judgment.			
2.5: Makes meaningful connections between the ELA curriculum and developments in culture, society, and education.			
2.6: Engages students in activities that demonstrate the role of arts and humanities in learning.			
3.3: Demonstrates knowledge of reading processes.			
3.4: Demonstrates knowledge of different composing processes.			
4.1: Examines and selects resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of ELA.			
4.2: Aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.			
4.3: Integrates interdisciplinary teaching strategies and materials into the teaching and learning process for students.			
4.4: Creates and sustains learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.			
4.5: Engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.			
4.7: Engages students in learning experiences that consistently			

	0	1	2
emphasize varied purposes and uses for language in communication.			
4.8: Engages students in making meaning of texts through personal response.			
4.10: Integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.			

Comments at End of Practicum

Date of Evaluation:_____ **Supervising Practitioner Comments:**
Date of Evaluation: _____ **Program Supervisor Comments:**

Massachusetts Professional Standards for Teachers

	0	1	2
A. Plans Curriculum and Instruction			
1. Draws on content standards of the relevant Curriculum Frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.			
2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.			
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.			
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills.			

	0	1	2
5. Plans lessons with clear objectives and relevant measurable outcomes.			
6. Draws on resources from colleagues, families, and the community to enhance learning.			
7. Incorporates appropriate technology and media in lesson planning.			
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.			
B. Delivers Effective Instruction	**0**	**1**	**2**
1. Communicates high standards and expectations when <u>beginning the lesson</u>: i. Makes learning objectives clear to students. ii. Communicates clearly in writing and speaking. iii. Finds engaging ways to begin a new unit of study or lesson. iv. Builds on students' prior knowledge and experience.			
2. Communicates high standards and expectations when <u>carrying out the lesson</u>: i. Uses a balanced approach to teaching skills and concepts of elementary reading and writing. ii. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others). iii. Demonstrates an adequate knowledge of and approach to the academic content of lessons. iv. Employs a variety of reading and writing strategies for addressing learning objectives. v. Uses questioning to stimulate thinking and encourages all students to respond. vi. Uses instructional technology appropriately.			
3. Communicates high standards and expectations when <u>extending and completing the lesson</u>: i. Assigns homework or practice that furthers student learning and checks it. ii. Provides regular and frequent feedback to students on their progress. iii. Provides many and varied opportunities for students to achieve competence.			
4. Communicates high standards and expectations when <u>evaluating student learning</u>: i. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction. ii. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.			
C. Management Classroom Climate and Operation	**0**	**1**	**2**
1. Creates an environment that is conducive to learning.			
2. Creates a physical environment appropriate to a range of learning activities.			
3. Maintains appropriate standards of behavior, mutual respect, and safety.			
4. Manages classroom routines and procedures without loss of significant instructional time.			

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	0	1	2
D. Promotes Equity			
1. Encourages all students to believe that effort is a key to high achievement.			
2. Works to promote achievement by all students without exception.			
3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.			
4. Helps all students to understand American civic culture, its underlying ideals, founding political principles, and political institutions, and to see themselves as members of a local, state, national, and international civic community			

	0	1	2
E. Meets Professional Responsibilities			
1. Understands his or her legal and moral responsibilities.			
2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.			
3. Maintains interest in current theory, research and developments in the academic discipline and exercises judgment in accepting findings as valid for application in classroom practice.			
4. Collaborates with colleagues to improve instruction, assessment, and student achievement.			
5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.			
6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.			
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.			

Comments at End of Practicum

Date of Evaluation: _____
Supervising Practitioner Comments:

Date of Evaluation: _____
Program Supervisor Comments:

Candidate's score in response to the sixteen NCTE/ NCATE Standards at the end of the Practicum

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☐ Candidate has completed the Practicum at the target level with a score of 25-32 and has built a strong foundation upon which to move forward to professional licensure.

☐ Candidate has completed the Practicum at an acceptable level with a score of 13-24 and has built an adequate foundation upon which to move forward to professional licensure.

☐ Candidate has earned a score below 13 and is not recommended for professional licensure at this time.

_____

_____
Date   Practicum Candidate's Signature

_____

_____
Supervising Practitioner's Signature   Program Supervisor's Signature